

# Oak View Middle School



# 2016-17 Schoolwide Improvement Plan

## Oak View Middle School

1203 SW 250TH ST, Newberry, FL 32669

<https://www.sbac.edu/oakview>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	C	

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Oak View Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Oak View Middle School is to provide 21st century skills that will inspire lifelong learning and prepare our students to be literate and productive citizens. The mission of the Center for Advanced Academics and Technology magnet at Oak View is to prepare students to become lifelong learners and achievers in sophisticated scholastic and technical arenas as they pursue their educational and professional goals in a digital age.

##### b. Provide the school's vision statement.

Oak View Middle School is a center of excellence where children can achieve full potential in their academic, technological, creative, personal and moral development in and outside the classroom.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school will continue the Referral Forgiveness Program and the Mentoring Program that began in the 2014-15 school year. Data collected from the Mentoring Program showed a decrease in referrals with the participants. Teachers participate in the Mentoring Program on a voluntary basis and each teacher is given

an interest survey to complete with his/her mentee. The teachers are encouraged to have weekly meetings and are given meeting logs to keep track of topics of conversation. Teacher mentors are expected to review grades with students and work on helping students understand the connection between behavior, social interactions, and classroom responsibility and how they impact content knowledge and academic improvement.

In addition to the Mentoring Program, many teachers sponsor school clubs and coach athletic activities, as well as offer tutoring before and after school.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Oak View provides before and after school supervision in the cafeteria, the gym, at the bus loop, and at the car pickup area. Before school, students also have the option to participate in the Morning Mile program on the track. Teachers and administrators are visible in the hallways and outer courtyards between classes. There are established rainy day procedures, a school safety plan, and procedures outlined in the Crisis Intervention Plan. We also practice lockdown and fire, lockdown and tornado drill procedures.

In addition to the Mentoring Program, once per month students are selected by teachers, administrators and support staff to have breakfast with the principal. Students earn the opportunity to have choice seating days at lunch, and tables of students that display how to responsibly follow cafeteria rules are rewarded daily by getting to eat in Panther Palace, our outdoor dining area. There are also reward days scheduled every 9 weeks for positive classroom conduct.

During lunch the deans run a Powerpoint in the lunchroom that includes basic school procedures as well as fun activities for the students such as Math Square Monday, Trivia Tuesday and Furry Friday.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

During pre-planning faculty and staff were given a Disciplinary Behavior Flowchart providing them with the tools needed to differentiate between classroom vs. office-managed behaviors. The flowchart also includes protocols and suggestions for possible interventions. To accompany this flowchart, faculty was provided with a Minor Infraction Form (MIR) in which teachers will record minor infractions, along with the intervention and/or consequence chosen in response to the infraction. The chart allows teachers to see the day, location, and type of infraction. After the fifth infraction/intervention, a discipline referral is written.

Administration uses a discipline matrix to then determine further consequence. There is also a Referral Forgiveness Contract that is made with students on their first referral as a way to encourage them to exhibit improved behaviors in the future. Oak View employs the 10/10 rule, in which no one leaves class until 10 minutes after class begins and 10 minutes before class ends. All students are required to have a pass no matter where they are going and as an additional safety measure, all teachers have a sign-out sheet for students to sign upon leaving and re-entering the classroom. As needed, Behavior Contracts are implemented to allow students to manage their own behavior. Newstracks (the school's morning news program) also does commercials about Code of Conduct behaviors. The Deans create a daily lunch Powerpoint that emphasizes the Code of Conduct behaviors..

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The Counseling program provides:

- Individual short-term counseling, advisement and support along with small group counseling.
- Consultation with students, parents, teachers, administrators, business and community agencies.
- Prevention and early intervention services.
- Crisis counseling and management.
- Referral to school and community-based services.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Oak View has created a team whose responsibility is to meet twice a month to focus on students who meet two or more of the Early Warning System characteristics. Each member of the team will focus on one of the categories and bring strategies and goals to help these students improve. An EPT will follow for these students.

Students are allowed up to 6 absences with parent notes per semester. Beyond that, students are required to submit a doctor's note. For every 5 unexcused absences the school holds an EPT meeting and a student/parent plan for improved attendance. The school's truancy officer is kept in the loop about all truancy issues and contacts parents as needed.

ALC (the Alternative Learning Center) is offered as an alternative to out of school suspension, as well as conduct EPTs to put Behavior Plans in place depending on the student's needs and areas of concern. Teachers are responsible for sending work to the in-school suspension room. The ISS teacher ensures that students complete classwork. If classwork is not available, the ISS teacher provides work.

Teachers are responsible for notifying parents when student grades drop 2 or more letter grades from one grading period to the next, or when students are receiving failing grades. Parent conferences are



scheduled for students who are identified as failing either English Language Arts or mathematics and CROP is recommended for those students.

Students who receive a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are placed in Read 180 and intensive math classes. Teachers are given a list of the students in the bottom quartile in ELA and mathematics and grade level teams meet frequently to discuss student progress and strategies to ensure student success.

## b. Provide the following data related to the school's early warning system

### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	6	9	11	11	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	5	13	5	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	3	5	7	35	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	28	41	53	45	0	0	0	0	167

### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	3	12	14	20	0	0	0	0	49

## c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Mentoring-working with students on grades and attendance  
Academic Counseling  
Individual / Group Counseling  
RTI (Response to Interventions)  
504 Plans  
EPT (Academic/Behavior/Attendance)  
CROP  
Writing Practice  
Extra help / tutoring sessions  
Parent / Teacher Conference  
Florida Virtual School  
Alachua E-School  
Differentiated Instruction  
Peer tutoring  
Behavior contracts based on EPTs  
Fast Forward

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).



**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

This year Oak View will host a Technology Night for all families in order to provide families the tools to help integrate educational technology in the home setting. Our goal is to help bridge the digital divide and continue to provide families with support. We will also be hosting our third annual Science palooza which incorporates the Science Fair with Trashformations (art made from recycled materials) and an Egg Drop.

Oak View has a very active PTO Board. Parents are involved in multiple activities including the PTO Walk-a-Thon fundraiser, Picture day, Band uniform fittings, Book Fairs, school dances, Flu mist and 6th grade health screenings. Parent volunteers provide breakfast and are available to assist during the Veterans' Day program and Science Fair. Parent volunteers are available for field trips and band concerts.

15,823 hours and 17 minutes were logged by a total of 349 volunteers during the 2015-2016 school year. Our goal this year is to continue to provide multiple opportunities for parents to increase participation in their child's educational experiences.

The main method of keeping parents informed of their child's progress is Infinite Campus Parent Portal. Other methods of parent communication about student progress include Class DoJo, Edmodo, Canvas, student agendas, email, phone calls and notes home. Parents also have the opportunity to schedule conferences with teachers before or after school.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The school hosts a Business Partners Breakfast that encompasses the schools in the community. There are also Business Partners who are a part of the School Advisory Council, and local businesses that offer support for school fundraisers. Local businesses are invited to sponsor the school's annual spring celebration for the students. There is a strong PTO presence during this event.

Oak View actively participates in the Newberry-Jonesville-Archer Relay for Life through fundraising, attending monthly meetings with other members of the community, and setting up a booth on the night of Relay.

Destiny Community Church uses the Oak View Middle School campus on a weekly basis. This positive partnership increases service activities and is a connection to local families.

The school assists the FCA club in funding their annual trip to Ayer's Assisted Living Home, supports the fundraising efforts of Student Government for Relay for Life and also allows the TV production class to create a float for the Newberry Holiday Parade. For the past two years Oak View's 8th grade Magnet students have partnered with 352, a digital product development agency in Gainesville.

During the 2016-17 school year Business Partners will be invited to the monthly Breakfast with the Principal student reward breakfast so the school can highlight the good deeds students perform each month.

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Munn, Katherine	Principal
Whiddon, Danielle	Dean
Jones, Garrett	Dean
Belmonte, Kimberly	School Counselor
Rice, KC	Teacher, K-12
Marlowe, Lauren	Teacher, K-12
Butler, Sheri	Teacher, K-12
Brock, Barbara	Teacher, K-12
McElroy, Robin	Teacher, K-12
Merton, Karen	Teacher, ESE
Tombler, Valissa	Teacher, K-12
Rucarean, Linda Sue	Teacher, K-12
Campbell, Jessica	Teacher, K-12
Logan, Nancy	Instructional Coach
Sailor, Sharon	Assistant Principal

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Principal: Participates in design and implementation of professional development. Assists in design and implementation for progress monitoring, data collection and data analysis, performs classroom walk-throughs, and monitors lesson plans, 504/IEP meetings, and student achievement.

Assistant Principal: Identifies patterns of student need and schedules students according to needs.. Works with staff to identify appropriate research based instructional strategies. Provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality services and expertise on program design and intervention with individual students. Serves as a liaison between school and parent/guardian to communicate process of support for the child's academic, emotional, behavioral, and social needs.

Teachers: Meet with teams and departments every other week and share information from the leadership team meetings as well as any information gathered from district training. Teachers participate in student data collection and analysis, and provide instruction and interventions. The ESE teachers collaborate with general education teachers and provide recommendations for integrating Tier 1 material/instruction with Tier 2/3 activities.

Deans: Meet with administration, the guidance counselor, teachers, and the Disciplinary Committee to

identify ways to encourage appropriate student behavior. The deans also provide teachers with the tools needed to differentiate between classroom vs. office managed behaviors, including protocols and suggestions for possible interventions.

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Teams meet twice monthly to review data to identify students who are at moderate and high risk for not meeting benchmarks. Based on the findings, the team identifies strategies and resources to meet the needs of these students.

The principal will continue to monitor the strategies that teachers learned in Differentiated Instruction training and the administrative team will continue to give meaningful feedback to teachers for effective instruction and engagement of students.

This year CREATE funds will be used to purchase Kagan mini books and for CPALMS training.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Katherine Munn	Principal
Angela Meade	Education Support Employee
Rocky McKinley	Business/Community
Melissa Gonzalez	Parent
Susan Keene	Parent
Laurel Severino-Woolsey	Parent
Sandy Springer	Parent
Dana Mitchell	Teacher
Kathleen Ruby	Teacher
Nancy Logan	Teacher
Dr. Maria Kelley	Parent
Sean Sailor	Business/Community
Iris Bailey	Business/Community

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The School Improvement Plan is monitored and evaluated at School Advisory Council meetings throughout the school year. The 2015-16 School Improvement Plan was evaluated by the SAC during the first meeting of the school year

*b. Development of this school improvement plan*

The School Advisory Council is involved in the creating of the School Improvement Plan and reviews and makes any changes to the plan at the first or second meeting of the school year. The SAC provides advisement, oversight of SAC funds, monitoring of school climate surveys and assistance with volunteer involvement from the community.

*c. Preparation of the school's annual budget and plan*

The School Advisory Council discusses and votes on the annual school budget as the need arises.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

\$2,000 will be allocated to use for the Florida League of Middle Schools conference that is held in June. Funds were also allocated to purchase laptops for a laptop cart.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Munn, Katherine	Principal
Sailor, Sharon	Assistant Principal
Rice, KC	Teacher, K-12
Marlowe, Lauren	Teacher, K-12
Flournoy, Ernestine	Teacher, K-12
Brock, Barbara	Teacher, K-12
Merton, Karen	Teacher, ESE
Logan, Nancy	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT provides and assists in coordinating literacy-based professional development. The LLT meets together monthly, and then twice per month with grade level teams and content area departments as well as CAAT and ESE teams. During these meetings literacy strategies are shared. The ELA department chairs and teacher leaders also attend District training and model and share literacy strategies with the faculty. All teachers are responsible for incorporating literacy strategies into their curriculum. Mrs. Marlowe, our school's Literacy Leader, serves as a liaison between the district ELA Department and the school site.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

During the 2016-17 school year the administration will continue staff celebrations such as Panther of the Month, team building opportunities and monthly special treats. Administration will continue "Purrs" for teachers in the weekly bulletin to highlight teacher accomplishments.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Teachers are recruited at the College Campus Job Fair and recruiting with district personnel. Prior to preplanning new teachers attend a school-based new teacher orientation with the administrative team and

veteran mentor staff members where they review school and district policies and procedures, and they are given the day to work in their classrooms. New teachers are assigned to a district mentor as well as a mentor teacher from the school.

On site professional development will be offered to teachers throughout the year based on instructional needs.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Teachers new to Oak View are paired with experienced teachers in the same department or on the same grade level team. Mentors assist the new teachers with navigating the grading system, lesson plan and appraisal system, and provide help with data collection and analysis. Mentors meet with mentees on an as needed basis, but at least once per week. Beginning teachers are also assigned a district mentor.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

The school uses district adopted curriculum and all teachers have access to and time to plan using the Florida Standards Assessment Portal (FSA) and CPALMS. Teachers also follow the district pacing guides for benchmarks. Math, Algebra 1, Geometry, Science and Civics teachers will administer the district adopted AIMS (Alachua Instructional Monitoring System) assessments at the end of the first and second quarter. AIMS assessments are aligned with state standards and will be used to measure mastery of material covered.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Teachers will use the data from the AIMS assessments to guide their instruction. Twice each nine weeks teams will have a data chat as new data is entered and discussed. Previous FSA scores are used to determine placement of students in reading and math classes. Students who score below grade level expectations are placed in intensive classes and provided with more intense curriculum. Reading students in need of intervention will participate in Fast ForWord for 30 minutes three days per week.

##### ***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year:**

The Extended Day Enrichment Program (EDEP) is used to provide students' that attend with additional assistance with homework. During EDEP students also have access to a computer lab and the media center. Teachers and peer tutors are available on certain days to provide assistance with core subject areas.

**Strategy Rationale**

Students are provided with a structured after school environment instead of being home without supervision.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Munn, Katherine, munnkl@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Effectiveness of the EDEP program is determined through the school's assessment data.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

In the spring there are orientations for incoming 5th and 6th grade students. Oak View also hosts an 8th grade Parent Information Night, where parents and families are provided with resources and information designed to guide them towards positive academic futures. Through this communication strategy, students and their families work together to select courses of study that are best for their student. There are also end-of-year transition meetings for students with special learning needs.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Oak View's Student Services Department, along with the school's administration and teachers each play a role in the academic and career planning of students in all grades. The Guidance Counselor visits classrooms during the Fall, in order to facilitate learning and knowledge of credit requirements, graduation requirements, advanced curriculum tracks, and career planning resources. This is especially evident in the 8th Grade US History classrooms. Through this course, during the first and second semesters, students are provided information on high school graduation requirements, courses of study, industry certifications, career academies, and college readiness.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**



7th and 8th grade students in the Center for Advanced Academics and Technology (CAAT) magnet program are given the opportunity to receive Industry Certification in Adobe software such as Illustrator, InDesign, Dreamweaver, Flash, and Photoshop. Students in the 6th grade CAAT program will also have the opportunity to receive industry certification in Microsoft Office products such as PowerPoint, Word and Excel. Through these certification programs students learn relevant 21st Century job skills that prepare them for the modern workplace.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

In addition to the CAAT Magnet program, throughout Oak View's classes in 5th through 8th grades, technology skills are integrated and applied into lessons. This is especially present in the Science courses, where students are given the opportunity to solve real-world problems by using technology, teamwork, and inquiry based learning. In the Business Education courses, students are given the chance to develop, apply, and integrate Microsoft Office skills in order to support their learning across the curriculum, as well as develop a foundation for their future. In 5th grade, students are working towards the certification in IC3 Spark, in which students are given an opportunity to earn accreditation in beginning computer skills.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

NA

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Implement strategies in the Social Studies curriculum that foster student achievement in higher order thinking skills, thus increasing the passing rate of the District American History EOC and the Civics EOC. Continue using differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum "richer" and more meaningful and enhance motivation. Increase by 10% the number of students scoring above the state mean on the 2017 state assessment
- G2.** Implement reading strategies including strategies for reading nonfiction texts, as well as other instructional tools in the curriculum (e.g. writer's workshop, text marking, close reading) that foster student achievement in higher order thinking and analysis skills aligned to the Florida Standards and thus increasing the number of students who score above the state mean on the 2017 ELA and science state assessments.
- G3.** Continue using differentiated instruction strategies and implement other strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the number of students who score above the state mean on the 2017 mathematics FSA.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Implement strategies in the Social Studies curriculum that foster student achievement in higher order thinking skills, thus increasing the passing rate of the District American History EOC and the Civics EOC. Continue using differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum "richer" and more meaningful and enhance motivation. Increase by 10% the number of students scoring above the state mean on the 2017 state assessment **1a**

 G085185

**Targets Supported** **1b**

Indicator	Annual Target
Civics EOC Pass	65.0
FSA ELA Achievement	70.0

**Targeted Barriers to Achieving the Goal** **3**

- The need for social studies teachers to become more familiar with the DBQ process and the integration of reading strategies in the Social Studies classroom.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- 
- Reading and Social Studies quarterly district AIMS assessment data
- Nine-Weeks Data Chats with Teachers and Department Heads
- Classroom Walk-Through Data
- CPALMS

**Plan to Monitor Progress Toward G1.** **8**

Attendance at the staff development sessions will be monitored through sign in sheets. Progress towards the goal will be monitored through analyzing AIMS and EOC assessment data, monitoring grades through the on-line grade reporting system, and detailed, documented discussions that take place with Social Studies teachers.

**Person Responsible**

Sharon Sailor

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Increase by 10% the number of students scoring above the district and state mean on 2016-2017 district and state assessments.

**G2.** Implement reading strategies including strategies for reading nonfiction texts, as well as other instructional tools in the curriculum (e.g. writer's workshop, text marking, close reading) that foster student achievement in higher order thinking and analysis skills aligned to the Florida Standards and thus increasing the number of students who score above the state mean on the 2017 ELA and science state assessments. **1a**

 G085186

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	75.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of access to high interest and content-specific texts and additional resources such as vocabulary and grammar instruction. Lack of higher order questions/writing prompts connected to the district mandated textbooks.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Pearson Writing Companion
- PTO funds to purchase additional resources such as high interest and content specific texts
- Elements of Language books from the former adoption (useful for grammar)
- CPALMS
- Fast Forward
- Mountain Language

**Plan to Monitor Progress Toward G2.** **8**

Data from AIMS district assessments.

**Person Responsible**

Katherine Munn

**Schedule**

Quarterly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans and classroom walk-through data

**G3.** Continue using differentiated instruction strategies and implement other strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the number of students who score above the state mean on the 2017 mathematics FSA. 1a

G085187

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack skills in interpreting word problems and need ongoing practice with online testing.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Use of online programs such as AAAMath.com, Reflex Math, Tenmarks, SumDog, SMART Clickers and teacher developed resources using online textbooks, Edmodo and Google Docs. CPALMS Repository and district professional development in math strategies, formative assessments, and Florida State Standards.

**Plan to Monitor Progress Toward G3.** 8

Monitoring progress towards the implementation of mathematics strategies that provide ongoing feedback and data to teachers to support differentiated instruction for struggling students will be done by math teachers and administration throughout the school year. Progress will be monitored through quarterly AIMS assessments, data reports from Reflex Math, Ten Marks, and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.

**Person Responsible**

Katherine Munn

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Improved scores on math assessments resulting in improved FSA mathematics scores.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Implement strategies in the Social Studies curriculum that foster student achievement in higher order thinking skills, thus increasing the passing rate of the District American History EOC and the Civics EOC. Continue using differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum "richer" and more meaningful and enhance motivation. Increase by 10% the number of students scoring above the state mean on the 2017 state assessment **1**

 G085185

**G1.B1** The need for social studies teachers to become more familiar with the DBQ process and the integration of reading strategies in the Social Studies classroom. **2**

 B226534

**G1.B1.S1** Provide staff development and resources on the History/Social Studies Florida Standards as well as staff development on implementing DBQ lessons in the classroom. **4**

 S238986

### Strategy Rationale

If we raise motivation and higher order thinking skills for all students, then we will see increased learning gains, which will be tested and refined through the process. Participation in lesson studies that focus on DBQ implementation will make the DBQ process more effective.

### Action Step 1 **5**

The Social Studies Department will be provided staff development on how to implement DBQ lessons in the classroom. By participating in lesson studies focused on DBQ implementation, the social studies teachers will be able to dialogue with other teachers about strategies to use with their students that make the DBQ process more effective and foster creative and engaging learning environments.

#### Person Responsible

Robin McElroy

#### Schedule

Monthly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Classroom Walk-through Observations, Discussions, and Modeled Lessons

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The fidelity of implementing the staff development on the use of reading strategies and the DBQ process in the social studies curriculum will be reflected in the instructional planning, monitoring of lesson plans, and documented follow-up discussions. Fidelity will also be displayed by using supervisors as experts in the area of close reads and the use of text based evidence to answer higher-order questions. Scheduled sessions in which best practices are modeled will be provided, discussions will follow, and classroom walk-through data will be collected.

#### **Person Responsible**

Katherine Munn

#### **Schedule**

Every 3 Weeks, from 8/15/2016 to 6/2/2017

#### ***Evidence of Completion***

The evidence for completion will be included in administration's classroom walk-through data and also through evidence of student learning gains.

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The data used to measure effectiveness will include district Civics AIMS assessment data, the Civics EOC and the District American History EOC results for the 2016-2017 school year. Documented classroom observations will be used to measure the effectiveness of the instruction being provided to those students. Also, monitoring the effectiveness of this staff development will consist of reviewing lesson plans, analyzing classroom walk-through data, and documented discussions with the teachers that focus on the use of research-based best practices in their classrooms.

#### **Person Responsible**

Katherine Munn

#### **Schedule**

Quarterly, from 8/15/2016 to 6/2/2017

#### ***Evidence of Completion***


Student scores on AIMS assessments, interim grades and nine-weeks grades. Also, evidence will be displayed through examples in teachers' lesson plans and through classroom observations



**G2.** Implement reading strategies including strategies for reading nonfiction texts, as well as other instructional tools in the curriculum (e.g. writer's workshop, text marking, close reading) that foster student achievement in higher order thinking and analysis skills aligned to the Florida Standards and thus increasing the number of students who score above the state mean on the 2017 ELA and science state assessments. **1**

 G085186

**G2.B1** Lack of access to high interest and content-specific texts and additional resources such as vocabulary and grammar instruction. Lack of higher order questions/writing prompts connected to the district mandated textbooks. **2**

 B226535

**G2.B1.S1** Provide staff development on reading strategies that will help develop higher order thinking skills. Teachers will also participate in CPALMS training to become more familiar with the resources available. **4**

 S238987

### Strategy Rationale

If we raise motivation and higher order thinking skills for all students, then we will see increased learning gains, which will be tested and refined through the process.

### Action Step 1 **5**

Teachers will incorporate the use of writer's workshop as well as strategies such as text marking and close reading to increase reading proficiency. Teachers will use resources from CPALMS to supplement lessons and also use strategies from Kagan mini books that will be purchased for the faculty.

### Person Responsible

Lauren Marlowe

### Schedule

Biweekly, from 8/15/2016 to 6/2/2017

### Evidence of Completion

Lesson plans, classroom walk-through data, gradebook reports, data from AIMS quarterly assessments

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

ELA teachers will meet as a department as well as with other faculty members to share reading strategies. During department meetings the ELA teachers will also to use document cameras to examine the writing scoring rubric to ensure that scoring is consistent among teachers.

#### **Person Responsible**

Lauren Marlowe

#### **Schedule**

Monthly, from 8/15/2016 to 6/2/2017

#### ***Evidence of Completion***

Classroom walk-through data, data chats with teachers

### Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Effectiveness of the strategies will be monitored through classroom observations, district AIMS reading, writing and science assessments and end of year FSA and FCAT results.

#### **Person Responsible**

Katherine Munn

#### **Schedule**

Quarterly, from 8/15/2016 to 6/2/2017

#### ***Evidence of Completion***

Increased student writing in class, and increased passing scores on AIMS assessments. Effectiveness will also be evident in student interim and nine-week grades, teacher lesson plans and classroom observations.

**G3.** Continue using differentiated instruction strategies and implement other strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the number of students who score above the state mean on the 2017 mathematics FSA. **1**

 G085187

**G3.B1** Students lack skills in interpreting word problems and need ongoing practice with online testing. **2**

 B226536

**G3.B1.S1** Continue using math strategies to increase students' understanding of math problems and provide opportunities for students to use computer programs such as Tenmarks, for online assessments and to practice math skills. **4**

 S238988

### Strategy Rationale

Students will have strategies available to attack word problems and multi-part questions.

### Action Step 1 **5**

Teachers will provide opportunities for students to practice math skills and assessments on the computer. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed. At each department meeting one teacher will also share math strategies/lessons learned with the other math teachers.

### Person Responsible

Sheri Butler

### Schedule

Monthly, from 8/15/2016 to 6/2/2017

### Evidence of Completion

Increased student computer use for math skills practice and assessments, online progress reports from district AIMS assessment, Tenmarks, Reflex Math and online textbook tests.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Through classroom walk-throughs and observations the principal and assistant principal will have opportunities to observe students using different math strategies to solve math problems. Administration will also be able to observe students using online math materials and assessments. The math department will review AIMS data and share student work. Teachers of the intensive math classes will review and share data from the

#### **Person Responsible**

Katherine Munn

#### **Schedule**

Weekly, from 8/15/2016 to 6/2/2017

#### **Evidence of Completion**

Text marking of math problems, improved quiz and test scores, teacher lesson plans.

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effectiveness of incorporating math strategies and use of online assessments and materials will be monitored by data reviews and classroom observations.

#### **Person Responsible**

Katherine Munn













#### **Schedule**

Weekly, from 8/15/2016 to 6/2/2017

#### **Evidence of Completion**

Data-based instruction that provides support for all learners.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.MA1  M316551	Attendance at the staff development sessions will be monitored through sign in sheets. Progress...	Sailor, Sharon	8/15/2016	Increase by 10% the number of students scoring above the district and state mean on 2016-2017 district and state assessments.	6/2/2017 monthly
G2.MA1  M316554	Data from AIMS district assessments.	Munn, Katherine	8/15/2016	Lesson plans and classroom walk-through data	6/2/2017 quarterly
G3.MA1  M316557	Monitoring progress towards the implementation of mathematics strategies that provide ongoing...	Munn, Katherine	8/15/2016	Improved scores on math assessments resulting in improved FSA mathematics scores.	6/2/2017 weekly
G1.B1.S1.MA1  M316549	The data used to measure effectiveness will include district Civics AIMS assessment data, the...	Munn, Katherine	8/15/2016	Student scores on AIMS assessments, interim grades and nine-weeks grades. Also, evidence will be displayed through examples in teachers' lesson plans and through classroom observations	6/2/2017 quarterly
G1.B1.S1.MA1  M316550	The fidelity of implementing the staff development on the use of reading strategies and the DBQ...	Munn, Katherine	8/15/2016	The evidence for completion will be included in administration's classroom walk-through data and also through evidence of student learning gains.	6/2/2017 every-3-weeks
G1.B1.S1.A1  A309516	The Social Studies Department will be provided staff development on how to implement DBQ lessons in...	McElroy, Robin	8/15/2016	Classroom Walk-through Observations, Discussions, and Modeled Lessons	6/2/2017 monthly
G2.B1.S1.MA1  M316552	Effectiveness of the strategies will be monitored through classroom observations, district AIMS...	Munn, Katherine	8/15/2016	Increased student writing in class, and increased passing scores on AIMS assessments. Effectiveness will also be evident in student interim and nine-week grades, teacher lesson plans and classroom observations.	6/2/2017 quarterly
G2.B1.S1.MA1  M316553	ELA teachers will meet as a department as well as with other faculty members to share reading...	Marlowe, Lauren	8/15/2016	Classroom walk-through data, data chats with teachers	6/2/2017 monthly
G2.B1.S1.A1  A309517	Teachers will incorporate the use of writer's workshop as well as strategies such as text marking...	Marlowe, Lauren	8/15/2016	Lesson plans, classroom walk-through data, gradebook reports, data from AIMS quarterly assessments	6/2/2017 biweekly
G3.B1.S1.MA1  M316555	Effectiveness of incorporating math strategies and use of online assessments and materials will be...	Munn, Katherine	8/15/2016	Data-based instruction that provides support for all learners.	6/2/2017 weekly
G3.B1.S1.MA1  M316556	Through classroom walk-throughs and observations the principal and assistant principal will have...	Munn, Katherine	8/15/2016	Text marking of math problems, improved quiz and test scores, teacher lesson plans.	6/2/2017 weekly
G3.B1.S1.A1  A309518	Teachers will provide opportunities for students to practice math skills and assessments on the...	Butler, Sheri	8/15/2016	Increased student computer use for math skills practice and assessments, online progress reports from district AIMS assessment, Tenmarks, Reflex Math and online textbook tests.	6/2/2017 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Implement strategies in the Social Studies curriculum that foster student achievement in higher order thinking skills, thus increasing the passing rate of the District American History EOC and the Civics EOC. Continue using differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum "richer" and more meaningful and enhance motivation. Increase by 10% the number of students scoring above the state mean on the 2017 state assessment

**G1.B1** The need for social studies teachers to become more familiar with the DBQ process and the integration of reading strategies in the Social Studies classroom.

**G1.B1.S1** Provide staff development and resources on the History/Social Studies Florida Standards as well as staff development on implementing DBQ lessons in the classroom.

### PD Opportunity 1

The Social Studies Department will be provided staff development on how to implement DBQ lessons in the classroom. By participating in lesson studies focused on DBQ implementation, the social studies teachers will be able to dialogue with other teachers about strategies to use with their students that make the DBQ process more effective and foster creative and engaging learning environments.

#### Facilitator

Social Studies department chair

#### Participants

Teachers

#### Schedule

Monthly, from 8/15/2016 to 6/2/2017

**G2.** Implement reading strategies including strategies for reading nonfiction texts, as well as other instructional tools in the curriculum (e.g. writer's workshop, text marking, close reading) that foster student achievement in higher order thinking and analysis skills aligned to the Florida Standards and thus increasing the number of students who score above the state mean on the 2017 ELA and science state assessments.

**G2.B1** Lack of access to high interest and content-specific texts and additional resources such as vocabulary and grammar instruction. Lack of higher order questions/writing prompts connected to the district mandated textbooks.

**G2.B1.S1** Provide staff development on reading strategies that will help develop higher order thinking skills. Teachers will also participate in CPALMS training to become more familiar with the resources available.

### **PD Opportunity 1**

Teachers will incorporate the use of writer's workshop as well as strategies such as text marking and close reading to increase reading proficiency. Teachers will use resources from CPALMS to supplement lessons and also use strategies from Kagan mini books that will be purchased for the faculty.

#### **Facilitator**

KC Rice, Lauren Marlowe

#### **Participants**

ELA teachers & the entire faculty

#### **Schedule**

Biweekly, from 8/15/2016 to 6/2/2017



## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	The Social Studies Department will be provided staff development on how to implement DBQ lessons in the classroom. By participating in lesson studies focused on DBQ implementation, the social studies teachers will be able to dialogue with other teachers about strategies to use with their students that make the DBQ process more effective and foster creative and engaging learning environments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Oak View Middle School	Other		\$0.00
2	G2.B1.S1.A1	Teachers will incorporate the use of writer's workshop as well as strategies such as text marking and close reading to increase reading proficiency. Teachers will use resources from CPALMS to supplement lessons and also use strategies from Kagan mini books that will be purchased for the faculty.				\$911.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0591 - Oak View Middle School			\$911.00
			Notes: CREATE			
3	G3.B1.S1.A1	Teachers will provide opportunities for students to practice math skills and assessments on the computer. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed. At each department meeting one teacher will also share math strategies/lessons learned with the other math teachers.				\$0.00
Total:						\$911.00